**ASSIGNMENT 3**

**Case Study – Reading Assessment**

##### **Course: PED 1140C**

**Due Date: December 6th, 2011**

**Grading: 30% of final grade**

*“Assessment is the ongoing, systematic gathering, recording, and analysis of information about a student’s achievement, using a variety of strategies and tools.”*

(Ontario Ministry of Education, 2003, p 12.3)

**ASSIGNMENT:**

This assignment is designed for you to experience the process involved in reading assessment. Since it is a “case study”, you will follow the progress of one student. You are to choose child to work with from your practicum class. You are encouraged to choose a child who is identified either as an exceptional learner (with an I.E.P.) or as an English Language Learner. In the extremely unlikely event that there are no suitable students in your practicum class ask your associate teacher and LST to help you identify a student in another class with whom you may work. You should endeavor to get to know this student and their background. You will administer a running record early in your time with the class, analyze the results and identify the areas of need. You will then need to develop some actions to help the student move forward. Following a period of time during which you will have tried some focused interventions, you will reassess, adjust your strategies and move forward. You will administer a final assessment in the latter part of your practicum. **\*You will need to keep notes and records of the testing, your observations, actions and results.**

**Diagnostic tools to be use is a running record (PM Benchmark), a comprehension component from the informal reading inventory, and a fluency component.**

**Sources of information:**

* *Running Records and analysis* can be found in "Guide to Effective Reading Instruction Grades K-3" pages 12.42 to 12.55 or www:eworkshop.on.ca Literacy Modules K-3 Running Records
* *Overview of the Reading Continuum (First Steps, 1994)* can be found in A Guide to Effective Literacy Instruction Grades 4 to 6 Volume 1 pg 68-69 \*will be provided in class
* *The Six Dimensions of fluency (Teaching of Comprehending and Fluency, Fountas and Pinnell, 2006 pg 69)* \*will be provided in class.
* *Retelling Frameworks* can be found in: Guide to Effective Reading Instruction K-3, page 12.34, [www.eworkshop.on.ca](http://www.eworkshop.on.ca) Guide to Effective Literacy Instruction 4-6 Volume 2, page 102 [www.eworkshop.on.ca](http://www.eworkshop.on.ca)

1. **Administer Diagnostic Assessment:**

*\*Keep any assessment record (PM Benchmark form, fluency rubric) and notes used as you will be handing them in as part of your assignment.*

* Determine the starting level of the student in collaboration with the associate teacher. Assess the student using the PM Benchmark sheet. Comprehension assessment is part of this process.

**\*The student should achieve between 90-95% (Instructional Level)** for a valid assessment of abilities and to be able to determine needs and next steps.

* Assess the student's fluency by using the rubric provided.
* Record the developmental level of the student based on the "Reading Developmental Continuum" in Guide to Effective Literacy Instruction 4-6 Volume 1, page 68 **\*will be provided**

1. **Determine Next Steps/Program recommendations:**

* Based on the assessment results, determine the next steps/program recommendations. What actions/strategies will help the student to move forward? *\*For the purpose of this assessment, write a summary of the student’s strengths, needs and next steps using the chart below as a guide.*
* Debrief with the student given him/her the actions/strategies to use over the next few weeks.

1. **Reassessment:**

* Following a period of time during which you will have tried some focused interventions, you will reassess, adjust your strategies and move forward.
* You will administer a final assessment in the latter part of your practicum as you did in the diagnostic. \**Once again*, *keep any assessment record (PM Benchmark form, fluency rubric) and notes used as you will be handing them in as part of your assignment.*
* Based on these assessment results,adjust programming accordingly.

1. **Reflection:**

* Think about this experience. What did you learn? Any surprises? Still wondering?

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| **Student age grade** | **Strengths** | **Needs** | **Program Recommendations-Next steps**  **(What actions will help this student move forward?)** |
| **Cueing Systems** |  |  |  |
| **Fluency** |  |  |  |
| **Comprehension** |  |  |  |
| **Other Issues (e.g. background knowledge, vocabulary)** |  |  |  |
| **Phase of Reading Development** |  | | |